DOCUMENT RESUME

ED 476 897 CE 084 908

TITLE	State of Texas Even Start Family Literacy Program Administrator's Guide.
INSTITUTION	Texas A and M Univ., College Station. Texas Center for Adult Literacy and Learning.; Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE	2002-11-00
NOTE	70p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Administrator Guides; Adult Basic Education; Adult Literacy; Curriculum; *Early Childhood Education; Educational Finance; Educational Legislation; *Family Literacy; Federal Legislation; *Literacy Education; Parent Education; Parenting Skills; Parents as Teachers; *Program Administration; State Legislation; State Programs
IDENTIFIERS	*Even Start; *Texas

ABSTRACT

This guide provides the administrator of a Texas Even Start Family Literacy program with the information and materials necessary to implement and conduct the program. It begins with these introductory materials: vision statement; overview of the Even Start Program; text of enabling legislation; and information on program applications, fiscal accountability, and reporting systems. The next section of the manual contains the early childhood indicators of program quality, detailed explanations of these measures, and information on the instruments used to capture progress. The following section discusses the adult education standardized curriculum framework and the indicators of program quality applicable to all adult education provision in Texas. Two brief sections discuss the Parenting Education component and the Parent and Child Together component. A glossary of terms and an appendix of selected fiscal regulations conclude the guide. (YLB)

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ED 476 897

State of Texas

Even Start Family Literacy Program

Administrator's Guide

Even Start

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Division of Adult and Community Education
Texas Education Agency

Texas Center for Adult Literacy and Learning
Department of Educational Administration and Human Resource Development
College of Education
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Families and Directors
Texas Even Start Literacy Programs

Vision Statement

Texas Long Range Vision for Family Literacy

In Texas, Family Literacy will be supported through an established Statewide Consortium to promote family literacy coordination of educational services for families. Family literacy services will empower families to develop a strong educational foundation in order to reach their full economic, social, and personal potential while embracing that learning is life long.

Texas Mission Statement for Family Literacy Programs

The Families First Literacy Consortium will form effective partnerships among stakeholders to:

1. promote awareness of the value and need for family literacy.
2. be catalysts for education, health, and social policies that support family literacy.
3. track continuous improvement and outcomes of family literacy programs to maximize and ensure program quality.
4. advocate for sufficient funding for family literacy programs and services.

Foreword

You now have an impressive list of anticipated outcomes for your family literacy program, and you are anxious to open your doors. There are many practical elements that need to be in place before you are ready to start helping families attain their goals. You will need to consider a place to hold your classes, good instructors to teach your students, you will need to decide the materials you will use in your classes, the staffing, the site locations, and equipment needs.

This manual will discuss some very basic guidelines to consider when establishing a local Even Start program, remembering that each program in every community along with the population it serves is unique. You will always want to consider the strengths and goals of the families you enroll, as well as the existing resources in your community, as you decide how best to design your program. By involving the program's collaborative partners in both the decision-making and the planning process, you will find the strengths that your program will build upon and the creative solutions you will need to meet your many challenges.

The job of Even Start Program Coordinator is essential and big!! The Program Coordinator will work directly with all collaborating partners, manage program details, supervise the staff as well as guide their professional development. This position requires a full time staff member who is organized, thoughtful, articulate, detail-oriented, has keen critical-thinking skills, and is comfortable in the role of champion for the program in the community!! A Program Coordinator in Even Start is always looking for ways to keep a program running smoothly and to improve its effectiveness. This person must have a thorough knowledge of family literacy in order to guide staff development and to implement strategies for the program's progress.

All Program Coordinators may not have all the requisite competencies, nor would every program expect proficiency on all possible skills that an administrator may need. Each administrator, however, possesses unique strengths and can build on those strengths while he or she strengthens his or her competencies in other areas through career experiences and carefully crafted professional development. To that end, this manual is to be an aide to the Even Start Administrator in the pursuit of continuous excellence and quality improvement in family literacy programs in the State of Texas.

Overview of the Even Start Program

Even Start Family Literacy Program is a national program created and authorized by Public Law 103-382, Part B of Title of the Elementary and Secondary Education Act of 1965 as amended CFDA # 84.213C including amendments made by the Literacy Involves Families Together (LIFT) Act, as enacted by P.L. 106-554, the Consolidated Appropriations Act, 2000 and the No Child Left Behind Act of 2001 as reauthorized by the P.L. 107-110 Section 1231. The purpose of Even Start Family Literacy Programs, is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. The Even Start Family Literacy Program is to:

1. be implemented through cooperative projects that build on high quality existing community resources to create a new range of services;
2. promote the academic achievement of children and adults;
3. assist children and adults from low-income families to achieve challenging State content standards and challenging State student performance standards; and
4. use instructional programs based on scientifically based reading research (as defined in Section 2252) and the prevention of reading difficulties for children and adults, to the extent such research is available.

Even Start provides literacy services to participants that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family. Even Start programs must integrate activities between parents and their children, training parents to be their children's primary teacher and full partner in the education of their children. Even Start programs also provide literacy training that leads to economic self sufficiency and an age-appropriate education to prepare children for success in school and life experiences.

The Even Start programs in Texas are monitored by the state office and must report data through the ACES system, Quarterly Reports, and an end of the year Evaluation Report written by an outside evaluator as part of a performance accountability system

The Even Start program consists of fifteen elements:

1. identify and recruit families most in need;

2. screen and prepare parents, including teenage parents and children to participate fully in the activities and services provided by Even Start;

3. accommodate the participants' work schedule and other responsibilities;

4. include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children;

5. hire personnel with adequate credentials to provide quality instruction to parents and children;

6. include special training for staff to develop skills necessary to work with parents and young children;

7. provide and monitor integrated instructional services to participating parents and children through home-based programs;

8. operate on a year-round basis, including provision of summer instructional and enrichment;

9. coordinate with other programs such as Adult Education, Title I and other relevant programs;

10. use instructional program based on scientifically based reading research for children and adults;

11. encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;

12. include reading readiness activates for preschool children based on research to ensure that children enter school ready to read;

13. promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;

14. ensure that the programs will service those families most in need;

15. provide for an independent evaluator.

Texas has developed a model to comply with the national accountability requirements, while also supporting individuality and local project control. This model includes the Indicators of Performance Quality improvement component as well as an enhanced role for the provision of technical assistance, professional development and outside evaluation. Indicators of Performance Quality will become a tool for monitoring the functions of programs to provide immediate feedback and opportunity for correcting and improving areas that do not measure up to the state standards. A current emphasis at the Federal level is to demonstrate compliance with the LIFT Act by mandating full implementation of the Even Start service model, since validity between the research-based model and actual practice generally leads to achievement of expected and desired outcomes.

The Division of Adult and Community Education of the Texas Education Agency has implemented the Even Start program since 1990. The state office funds the Even Start program and each year puts out a Request for Application which is competitive in nature and invites local education agencies applying in partnership with a community based organization, a public agency, an institution of higher education or other nonprofit organizations, or a community based organization or other nonprofit organization of demonstrated quality applying in partnership with a local education agency in Texas; or an education service center with a community based organization, a public agency or an institution of higher education or other nonprofit organizations.

The development of the Indicators of Performance Quality has been possible through collaboration with the Texas Even Start State Office staff, University of Texas Health Center at Houston, University of Texas at Austin School of Education Reading and Language Arts Department, Texas A&M University at College Station, Even Start Program directors, Head Start State Collaboration Office, Adult Education directors, Texas Workforce Commission, and staff from Texas Education Agency and consultants who have worked together to develop a grant that has been funded for the years 2000-2002.

Legislation

EVEN START (Title 1, Part B, Subpart 3)

Overview

This program supports family literacy programs that integrate early childhood education, adult education, parenting education, and literacy activities for low-income families, including parents eligible for services under the Adult Education and Family Literacy Act and their children from birth through age 7. The entire *No Child Left Behind Act* including the Even Start Family Literacy Component, can be found on TEA's website at http://www.tea.state.tx.us/nclb/

Changes from Current Law

This program was reauthorized in December 2000 as part of the Consolidated Appropriations Act of 2001 (P. L. 106-554), with the following major changes:

Research - In years where the appropriation exceeds the amount appropriated for the previous fiscal year, the Secretary is required to reserve $2 million or 50 percent of the excess amount, whichever is less, for the National Institute for Literacy to carry out scientifically based reading research that focuses on adult literacy. In years where the appropriation is equal to or less than the amount appropriated for the previous fiscal year, the Secretary may reserve only what is needed to continue multi-year activities.

Statewide Family Literacy Activities - Authorizes $1 million for competitive grants to States for Even Start statewide family literacy initiatives in years when the appropriation increases over the previous year. Prior to this reauthorization, as part of the Reading Excellence Act, the Department was required to reserve $10 million annually for this purpose.

Technical Assistance for Family Literacy Services - Adds a provision that allows states to use a portion of program funds to help subgrantees to improve the quality of family literacy services.

Staff Qualifications - Requires that, within 4 years, the majority of individuals providing academic instruction in Even Start whose salaries are paid in whole or in part with Even Start funds have an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education, and, if applicable, meet State qualifications requirements for those areas; all new personnel must meet these requirements beginning on the effective date of the reauthorization (12/21/00). In addition, within 4 years, the individual responsible for the local administration of family literacy services must have received training in the operation of a family literacy program, and paraprofessionals who provide support for academic instruction must have a high school diploma or its equivalent.

Scientifically Based Reading Research - Requires that instructional programs be based on scientifically based reading research.

Eligible Participants - Allows Even Start programs that collaborate with Title 1, Part A programs to expand Even Start services to children who are 8 years of age or older if funds from the Part A program are used to contribute to the cost of providing programs for these children.

The NCILB Act includes one amendment: Under the 2000 reauthorization of the program, States may reserve up to 6 percent of funds for State-level activities, including administration, technical assistance for program improvement through a grant or contract, and administering the Indicators of Program Quality requirements in the law. The reauthorized ESEA allows States to also use these funds for improving the quality of family literacy services provided under Even Start programs.

Accountability

Federal - Requires an independent evaluation of the program to: (1) determine the performance and effectiveness of the program; (2) identify effective Even Start programs; and (3) provide technical assistance to States and subgrantees to ensure that local evaluations provide accurate information on the effectiveness of the program.

State - Requires States to develop indicators of program quality (some are specified in the law) and use them to monitor, evaluate, and improve Even Start programs within the State. (States were required to submit these indicators to the Secretary by June 30, 2001 in order to receive program funds.)

Local - Requires a subgrantee to provide for an independent program evaluation that is to be used for program improvement.

Allocations

Federal to State - Formula allocations are based on each State's current-year share of Title 1, Part A funds, with a minimum State allocation of the greater of $250,000 or 1/2of 1 percent.

State to Local - SEAs make competitive subgrants to partnerships of LEAs and other organizations, giving priority to proposals that target areas designated as empowerment zones or enterprise communities or that propose to serve families in other high-poverty areas.

Set-Asides

Federal - Requires 6 percent of the annual appropriation for programs serving migrant children, the outlying areas, and Indian tribes and tribal organizations if the appropriated amount for the program exceeds $200 million (or 5 percent when the appropriation is $200 million or less). Requires a grant for an Even Start project in a women's prison and allows up to 3 percent for evaluation and technical assistance.

In years in which the appropriation exceeds the amount appropriated for the preceding fiscal year, requires $2 million, or 50 percent of the excess, whichever is less, for the National Institute for Literacy (NIFL) to carry out scientifically based

Title 1, Part A and Even Start (Title 1, Part B, Subpart 3) PARTNERS IN FAMILY LITERACY

State Plan Assurance --Section I I I I (c)(14)

The SEA will encourage LEAs and schools that receive Title I funds to offer family literacy services using Title 1, Part A funds, if the agency or school determines that a substantial number of students served by Title I have parents who do not have high school diplomas or GEDS, or who have low levels of literacy.

LEA Plan Provisions -- Section It 12(b)(1)(E)(i)

The LEA Plan will describe how the LEA will coordinate and integrate services provided by other educational services at the LEA or school level, such as Even Start, including plans for the transition of participants to local elementary school programs.

Section II 12(b)(1)(K)

The LEA Plan will describe, if appropriate, how the LEA will use Title I funds to support preschool programs for children, particularly children in Even Start, which services may be provided directly by the LEA or the agency operating the Even Start program.

Component of a Schoolwide Program - Section 11 14(b)(1)(G)

A schoolwide program shall include plans for assisting preschool children in the transition from early childhood programs, such as Even Start, to local elementary school programs.

Schoolwide Program Plan - Section 11 14(b)(2)(B)(v)

The schoolwide program plan shall be developed, if appropriate, in coordination with the Even Start program.

Component of a Targeted Assistance Program - Section 11 15(c)(1)(D)

The Targeted Assistance Program shall coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Even Start to elementary school programs.

LEA Parental Involvement Written Policy - Section 11 18(a)(2)(D)

The written policy shall describe how the LEA will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies under other programs such as Even Start.

LEA Parental Involvement Reservation - Section I I I 8(a)(3)(A)

Each LEA shall reserve not less than I percent of its Title I allocation to carry out Section 11 18 (Parental Involvement), including promoting family literacy and parenting skills, except that this paragraph shall not apply if an agency's fiscal year allocation for these activities is less than $5,000.

LEA Building Capacity for Parental Involvement - Section I I I 8(e)(4)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Even Start, and conduct other activities that encourage and support parents in more fully participating in the education of their children.

Program Applications

Competitive Applications

The Division of Adult and Community Education of the Texas Education Agency (TEA) has implement the Even Start program since 1990. The State Office funds the Even Start program and each year puts out a Request for Applications (RFA). The RFA is competitive in nature and invites the following types of organizations to apply:

a. local educational agencies applying in partnership with a community-based organization, a public agency, an institution of higher education, or a non-profit organization;

b. community-based organizations or other nonprofit organizations of demonstrated quality applying in partnership with a local educational agency in Texas; and

c. educational service centers applying with a community-based organization, a public agency, an institution of higher education, or a nonprofit organization.

Three to five individuals score each competitive application that TEA receives according to a 100-point rubric and must receive at least 70 points in order to be awarded. TEA monitors the awarded Even Start programs. More information regarding the monitoring and accountability of Even Start programs is provided throughout this manual. To acquire a competitive application, visit TEA's website at **http://www.tea.state.tx.us/adult/index.html** or phone the division at (512) 463-9294.

Continuation Applications

Current award holders apply for an extension of their annual grant through a continuation application, typically due to be received by TEA in June. While this is too early to include complete annual results, continuation does require some indication of the effectiveness of program services. Continuation applications are posted on the TEA website **http://www.tea.state.tx.us/adult/index.html**

Fiscal Accountability

Legislation

As with all publicly funded programs, Even Start has high levels of fiscal accountability. The Request for Applications also contains fiscal accountability regulations, which we have attached as an appendix to this manual for convenience.

Two pieces of legislation which are directly relevant are:

1. **Education Department General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations Parts 74-86 and 97-99, March 2001**

For information concerning the Federal Regulations for the Even Start grant and other federally funded grants go to **http://www.ed.gov/offices/OCFO/grants/edgar.html** or call the Office of the Chief Financial Officer, US Department of Education, at (202) 401-0085.

2. **Family Educational Rights and Privacy Act (FERPA)**

Access **http://www.ed.gov/offices/OCFO/grants/edgar.html** for a copy of the complete regulations concerning the handling of student educational records or contact the Office of the Chief Financial Officer, US Department of Education, at (202) 401-0085.

Quarterly Expenditure Reports

Applicants must provide quarterly and final expenditure reports on a properly completed and certified *Report of Project Expenditures.* Quarterly reports are due to TEA within fifteen days of the end of each quarterly period and other data reports as assigned. The final expenditure report is due within 45 days after the ending date of the grant. See the following sections for details on how to submit these reports online.

Expenditure and Quarterly Reports will be due to the TEA, Division of Adult and Community Education as follows:

Report	*As of Date*	*Due Date*
First Quarter 2002	November 30, 2002	December 15,
Second Quarter 2003	February 28, 2003	March 15,
Third Quarter	May 31, 20023	June 15, 2003
Preliminary Evaluator's Report	June 30, 2003	July 15, 2003

Fourth Quarter	August 31, 2003	September 15, 2003
Independent Evaluator's Report	August 31, 2003	September 5, 2003

Final payment is contingent upon receipt of the *Report of Project Expenditures*, and all required programmatic reports/documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

Expenditure reports without a refund due must be submitted to the:

Texas Education Agency
Division of Adult and Community Education
1701 North Congress Avenue
Austin, Texas 78701-1494

Expenditure Reports with a refund due must include a refund check and must be submitted to:

Texas Education Agency – MSC
P.O. Box 13717
Austin, Texas 78711-3717

Please write the NOGA ID/: Project number on the check.

Fourth Quarterly Report

By September 15, 2003, the grantee shall provide to the Texas Education Agency a Fourth Quarterly (final) Report and by September 5, 2003 a Independent Evaluator's Report. The Grantee is not in compliance with grant conditions and requirements until the Division of Adult and Community Education receives all reports and any portions thereof. Final payment may be withheld pending receipt of the report. Eligibility of grantee to receive future grants, including continuation grants, from TEA may be impacted by any noncompliance.

Send 3 copies of the final evaluation report to:

Effie Franklin, State Even Start Coordinator
Texas Education Agency
Division of Adult and Community Education
1701 North Congress Avenue
Austin, Texas 78701-1494

Reporting Systems

There are three databases which Even Start programs should use for reporting. The Adult and Community Education System (ACES) and the Public Education Information management System (PEIMS) are established mechanisms for recording and reporting program data. Generally Even Start programs cannot enter information into PIEMS, which is managed through the school, but they will be able to get information from PIEMS on a number of important topics, such as children's attendance at the school. ACES is the system used to record adult's attendance and progress in adult education, and again will provide much useful data. The automated data collection and report generation software for Even Start in Texas is the Texas Even Start Program Information Reporting System.

Even Start Reporting System

The Texas Even Start Program Information Reporting System (TESPIRS) is an automated data collection system that supports the reporting requirements of the Adult and Community Education Even Start program. Local providers of Even Start services complete online forms to provide quarterly and annual reports. The state coordinator uses these reports to prepare several State and Federal reports.

Access to TESPIRS

If you have a user name and password, you can work on the Texas Even Start Program Information Reporting System (TESPIRS) from any computer with Internet Explorer 5.01 or greater access. Each TESPIRS user applies for an authorized user name and password through the Even Start Program.

Apply for a User Name and Password

To apply for a user name and password:

1. Open your web browser.
2. Type http://www.tea.state.tx.us/adult/ into the address bar.
3. On the main page, click **Even Start User ID Request Form**.
4. Complete the request form.
5. Print and sign the form. If you are a data entry clerk, submit your completed form first to the Even Start Coordinator for signature. If you are an evaluator for the Even Start Program, submit your completed form first to the local Even Start Coordinator for signature. If you are requesting access as the local Even Start Coordinator, submit the completed form directly to the State Coordinator.
6. Fax the completed and signed form to:

   Effie Franklin
   Fax (512) 475-3661

AND mail the completed and signed form to:

Effie Franklin
Even Start State Coordinator
Division of Adult & Community Education
1701 N. Congress
Austin, TX 78701

Log On and Get Started on TESPIRS

You can work on the Texas Even Start Program Information Reporting System (TESPIRS) from any computer using Internet Explorer 5.01 or greater.

After receiving your username and password you may log on to TESPIRS.

To log on to TESPIRS:

1. Open Internet Explorer or another browser and type (or copy and paste) http://www.tea.state.tx.us/adult/ into the browser address bar.
2. At the top of the screen, click **TESPIRS**.
3. In Internet Explorer, click **Favorites** and select **Add to Favorites** to bookmark the URL for subsequent logons.
4. At the log on page, type your user name and password and click **Continue**.

   If you have forgotten your password, click **Did you forget your password?** to access the Password Assistance screen and establish a new password.

   When you log on successfully for the first time, the system prompts you to choose and confirm a new password and to enter a question and answer known only to you - to be used if you forget your password.

4. From the list of applications available, select **TESPIRS - Texas Even Start Program Information Reporting System** and click **Launch**.

Welcome to TESPIRS

After you log on, TESPIRS displays project information on its home page. To get started working on your reports:

1. Select the school year and school quarter.
2. Click **Begin**. The system displays the Local Project Summary and a navigation bar.
3. To navigate to a specific screen, click the corresponding button in the navigation bar at the left of the screen or click a section on the local project summary section.
4. Enter your data.

Help- If you need to assistance in understanding data reporting requirements or need additional information on a section, ***click*** help on your navigation bar to the left of the screen.

Exit TESPIRS

To exit the application, click **Exit Even Start** on the Even Start Home screen or close the browser window.

Security Time Outs

TESPIRS monitors user activity and terminates a connection when there has been no activity for 15 minutes. **The system does not detect typing data as activity; it does detect when you navigate to a different screen, click a button on the screen, or press a key on the keyboard.** If the connection is terminated, you may not realize it until you attempt to resume work or navigate to another screen, and the system redirects you to the log on screen. Log on again in order to re-establish the connection and continue working.

TO AVOID losing data, click **Save** frequently when working on a form.

AVOID USING the back button on the browser navigation bar. Using this button while working in the system can cause you to lose data.

Evaluation Requirements

All evaluation reports should include the following:

- Cover Page – Name of Program (include location, date of report, period of time covered, name, address, phone, fax, and e-mail address of local evaluator
- Summary (one paragraph) of each on-site visit by program evaluator
- Description of Program Services (when, where, how, days and times)
- Descriptive Data on the population served:
    1. how many families, adults, teen parents, children
    2. ESL Literacy Levels
    3. ABE Literacy Levels
    4. Average hours of Participation for all participants
    5. Percent of families below or at the Federal Poverty Level at enrollment
    6. Percent of new participants without a high school diploma or GED at enrollment
    7. Percent of new participants who have not gone beyond the 9th grade enrollment
    8. Percent of new families enrolled in each program year that remained in the program less than 3 months, 4-6 months, 7-12 months and more than 12 months
- For each program objective and strategies:
    1. List each objective and strategies
    2. How was the objective measured
    3. Outcomes for each objective
- Program Quality based on the Adult Education and Early Childhood IPQs
- Family Success Story (1-2)
- Summary of Findings to include:
    1. Areas for continual improvement
    2. Challenges
    3. Successes
    4. Recommendations

All Evaluation Reports are to be sent to:

Effie Franklin
Division of Adult and Community Education
Texas Education Agency
1701 North Congress
Austin, Texas 78701

The Early Childhood Component

This section of the manual contains the early childhood indicators of program quality, detailed explanations of these measures, and information on the instruments used to capture progress.

Early Childhood Indicators of Performance Quality (ECIPQ)

ECIPQ 1: 90% of the first and second grade children from Even Start enrolled in the program by January will attend 95% or more of the days in membership.

ECIPQ 2: 95% of the kindergarten, first and second grade children from Even Start families enrolled in the program by January will advance to the next level at the end of the school year.

ECIPQ 3: 80% of the first grade children from Even Start families enrolled in the program by January will be reading at or above the **End of the Year Standard** for the grade in which they are enrolled as assessed by the school district reading assessments and policies.

ECIPQ 4: 80% of the kindergarten children from Even Start families enrolled in the program by January will meet the district's standard on the district-selected assessment(s).

ECIPQ 5: 80% of the preschool and kindergarten children (4 and 5 years olds) from Even Start families will show progress (percentile of zero are greater) between pre and post testing on either:

The three literacy subscales of the **Developing Skills Checklist** (DSC) with pre-testing occurring by January and post testing in the Spring; or
The **Preschool Language Scale** (3rd Revision) and total on both the expressive communication and auditory comprehension with at least 4 months between pre and post – testing.

ECIPQ 6: 95% of Even Start parents who enroll in the program before January and who have children in kindergarten, first and second grade **will initiate contact with the child's classroom teacher or another professional teacher or at least one time** to discuss the child's progress.

ECIPQ 7: 95% of Even Start parents who enroll in the program before January and who have children who are infants, toddlers and preschool age children **will initiate contact with the child's classroom teacher or another professional teacher or at least one time** to discuss the child's progress.

ECIPQ 8: 70% of Even Start parents with children ages birth to 5 years old who participate in at least 48 hours of parenting services will show gains on some scales of the Caldwell and Bradley Home Inventory Scale completed during pre and post visits to

families' homes. Pre visits should occur within one month of enrollment and post within 4 to 9 months of program participation.

ECIPQ 9: 90% of the Even Start families whose children are entering preschool from early childhood Even Start programs will receive support from Even Start staff in the form of:

- identification of appropriate preschool program;
- meeting with Even Start staff and school' preschool staff to discuss child's needs in transitioning;
- meeting with Even Start staff and families to discuss child's needs in transitioning; and
- introduction of family to school's preschool staff.

ECIPQ 10: 90% of the Even Start families whose children are entering kindergarten from preschool will receive support from Even Start staff in the form of:

- encouragement to regularly attend kindergarten;
- meeting with Even Start staff and school's kindergarten staff to discuss child's needs in transitioning;
- meeting with Even Start staff and families to discuss child's needs in transitioning from preschool to kindergarten; and
- Introduction of family to the school's kindergarten staff.

ECIPQ 11: 100% of the birth to 3 year olds from Even Start families will be screened for developmental progress within one to three months of the family entering Even Start and then at subsequent developmental milestones. All children identified in high risk or delay categories will be referred for additional assessment. Screen instruments should be selected from a suggested list to include the Bayley Infant Neurological Screener (BINS), Brigance Diagnostic Inventory, Preschool Language Scale (3rd Revision), or the Denver Developmental Screening Test.

ECIPQ 1: Attendance

ECIPQ 1 Attendance:

90% of the first and second grade children from Even Start families enrolled in the program by January, 2003 will attend 95% or more of the school days in membership.

By School Setting for ECIPQ 1:

School Setting	Grade	Target Group
Compulsory	1st/2nd	Yes
Non-Compulsory	Kindergarten	No
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Compulsory school age attendance for children 6-7 years old is defined as the number of days the child attends in relation to the total number of days of compulsory schooling offered by the school district or private school in which the child is enrolled.

Data Collection:

Even Start staff must contact classroom teacher or other school professional and obtain the following information:

1. Includes all families no matter how long they have been in Even Start.
2. "In membership" refers to the school days offered during the period of enrollment.
3. Actual number of days of attendance for the past reporting year for first and second grade children from Even Start families includes the date of enrollment to the date of exit.
4. Number of continuing Even Start children who are enrolled in first and second grade.
5. Number of days represented by 95% attendance.
6. For Continuing Even Start children, this will be the first day of school and continue through the last day of school. If a family exits the program, that exit date is the 'final date of attendance' for the child. Days of attendance are to be counted between the first day of school and the last day of Even Start participation.
7. Identify the number of offered days that each child attended.

8. Number of continuing children in first and second grade who have attended at least 95% of days.

9. Number of new Even Start children who are enrolled in first and second grade.

    - Need to calculate individually for new children the number of days between enrollment and time of data collection that represent 95% attendance. Example: if there have been 100 days of school offered since family enrolled in Even Start, child needs to have attended 95 or more days to be included in the count.

10. Number of new children who have attended at least 95% of days.

11. For New Even Start Children, the first day of compulsory school attendance is the first day of enrollment. The last day is likely to be the last day of the school year, unless the family exits the program before this date. Again, the days of attendance are to be counted between the enrollment date and the exit date.

12. Total number of all children in first and second grade (continuing and new).

13. Days offered are the days of actual class time. Do not count any days in which the child is not participating in a classroom activity, for example vacation days, professional development days, weekends, etc. Count only the days between enrollment and exit as days offered.

14. Percent of all children in first and second grade who have attended at least 95% of all days.

ECIPQ 2: Promotion

ECIPQ 2: Promotion

95% of the kindergarten, first and second grade children from Even Start families enrolled in the program before January, 2003 will advance to the next grade level at the end of the school year.

By School Setting for ECIPQ 2: Promotion

School Setting	Grade	Target Group
Compulsory	1st/2nd	Yes
Non-Compulsory	Kindergarten	Yes
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Promotion of Even Start children who are attending school in kindergarten, first and second grade will advance to the next grade level. Placement of children who have significantly delayed scores based on school district's reading assessments and polices (scores at the 2nd percentile or below) will be referred to the local independent school district for intervention services.

Data Collection:

1. Even Start staff must contact classroom teacher or other school professional and obtain information on promotion and special services placement.
2. Only include families that have had at least five months in the Even Start Program.
3. Number of Children in Even Start Families who are enrolled in kindergarten, first and second grade.
4. Number of Children in Even Start Families who are being retained.
5. Percent of Even Start Children in kindergarten, first and second who are being promoted.
6. School district's promotion rate for kindergarten, first and second grade.
7. The school district's policies related to retention.
8. Significant delays identified by the school district for retention of students.

ECIPQ 3: Reading/Reading Readiness

ECIPQ 3: Reading/Reading Readiness

80% of the first and second grade children from Even Start families enrolled in the program before January, 2003 will be reading at or above the End of the Year Standard for the grade in which they are enrolled as assessed by the school district reading assessments and policy.

By School Setting for ECIPQ 3: Reading/Reading Readiness

School Setting	Grade	Target Group
Compulsory	1st/2nd	Yes
Non-Compulsory	Kindergarten	No
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Reading for first and second grade children from Even Start families who participate for 95% or more of the school days offered and will be reading at or above the End of Year Standard for the grade in which they are enrolled. The Texas Education Agency recommends the use of the Commissioner's List of Reading Instruments published in 2000 Reading Instruments Guide for Texas Public Schools Districts and Charter Schools or according to the school district's reading assessments and policies. Administration standards should be based on the instruments selected, however the Texas Education Agency recommends a mid-year standard and an end of the year standard for first and second grade.

Mid-year results must be reported with the end of year results. Mid-year results may be treated as end of the year results if the child has left the program, school district, or was not able to be assessed in the spring.

Data Collection:

1. Staff assessing each child must receive training in the use of the instrument. Documentation for this training must be available upon request.

2. Even Start Staff must contact classroom teacher or other school professional and obtain the following information for each compulsory school age child who participated in Even Start:

   - Child's grade of enrollment
   - Child's winter (mid-year) and/or spring (end of year) scores of selected assessments.

3. Number of children who are enrolled in first and second grades.
4. Number of those children who have participated 95% of full school year (see ECIPQ 1) (base group).
5. Identification of assessments used by district for first grade.
6. Identification of assessments used by school district for second grade.
7. Score(s) or combinations of scores that represent end-of-year standard.
8. Number of first grade children (base group) that met or exceeded the end-of-year standard.
9. Number of second grade children (base group) that met or exceeded the end-of-year standard.
10. Percent of first and second grade children who met or exceeded the end-of-year standard.

ECIPQ 4: Reading/Reading Readiness

ECIPQ 4: Reading/Reading Readiness

80% of the kindergarten children from Even Start families enrolled in the program by January, 2003 will meet the district's standard on the district-selected assessment.

By School Setting for ECIPQ 4: Reading/Reading Readiness

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	Yes
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Reading for kindergarten children is defined as 80% of kindergarten children from Even Start families will meet the district's standard on the district selected assessment. The Texas Education Agency recommends the use of the Commissioner's List of Reading Instruments published in 2000 Reading Instruments Guide for Texas Public Schools Districts and Charter Schools. [Awaiting information from the next version of the Texas Primary Reading Inventory.]

Data Collection:

1. Staff assessing each child must receive training in the use of the instrument. Documentation for this training must be available upon request.

2. In the spring, the Even Start staff must contact the classroom teacher or other school professional to obtain a copy of the latest score sheet with the complete information and results for Even Start child participating in kindergarten. If an assessment score is unavailable for the Even Start child, the Even Start staff must administer an assessment.

3. If Even Start is administering the assessment to participating children enrolled in kindergarten then it is recommended that the assessment should be completed at the fourth month "anniversary" of participation and every four-six months following (if possible) within the school year. If more than one assessment is completed during any given year, the spring/winter (pre and post) assessment score is used for analysis.

4. All Even Start Children, regardless of length of participation in Even Start should have at least one assessment completed during the year.

5. Number of children who are currently in kindergarten.

6. Number of those children who have participated 95% or more days of full school year (base group).

7. Identify assessment (s) used by school district for kindergarten.

8. Score (s) or combinations of scores that represent district's standard.

9. Number of kindergarten children (base group) that met or exceeded the district's standard.

10. Percent of kindergarten children who met or exceeded the district's standards.

ECIPQ 5: Reading/reading Readiness

ECIPQ 5: Reading/Reading Readiness

80% of the pre-school and kindergarten children (4 and 5 year olds) from Even Start families will show progress (percentile gains of zero or greater) between pre and post testing on either:

1. the three literacy subscales of the Developing Skills Checklist with pre-testing occurring before January and post testing in the Spring; or
2. the Preschool Language Scale (3rd Revision) total (both expressive communication and auditory comprehension) with at least 4 months between pre and post testing;

By School Setting for ECIPQ 5: Reading/Reading Readiness

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	No
Pre-school	Early Childhood Center	Yes
Infants and Toddlers	Early Childhood Center	No

Definition:

Reading Readiness for 80% of pre-school and kindergarten children from Even Start families will show progress on three of the literacy subscales of the Developing Skills Checklist (DSC). The specific skills areas include; language, visual, auditory (includes phonological awareness), memory (includes letter recognition), print and writing concepts, mathematical concepts and operations. Or 80% of preschool and kindergarten children will show progress on the Preschool Language Scale (3rd revision)(PLS-3) on auditory comprehension and expressive communication. PLS-3 focuses on syntax, morphology, vocabulary, vocabulary concepts, and integrative thinking skills. PLS-3 tasks are ordered to reflect children's acquisition of sequential developmental milestones in language.

Data Collection:

1. Staff assessing each child must receive training in the use of the instrument. Documentation for this training must be available upon request.

2. Even Start staff must complete the assessment or obtain information from the early childhood professional who has completed the assessment for each child in the program.

3. Pre and post assessments must be given and copies of completed test protocol (all pre assessments and all post assessments) must be maintained in child's portfolio.

4. For Continuing Even Start children, a pre-assessment is to be administered as early in the fall as possible.

5. For New Even Start children, a pre-assessment is to be administered within one month of enrollment.

6. Number of children who are currently ages 4 to 5.

7. Number of those children from Even Start families who enrolled in the program before January, 2003.

8. Number of those children who have pre and post DSC assessments (base group).

9. Look at each child's assessment to identify whether or not progress was made on at least three of the literacy subscales between pre and post DSC assessments.

10. Students demonstrate progress by increasing competence in continuous learning along a continuum of knowledge acquisition ranging from no progress to high performance.

    - Number of children (base group) who made progress on one or two subscales
    - Number of those children (base group) who made progress on three or four subscales
    - Number of children (base group) who made progress on five subscales

11. Document the percent of 4 to 5 year old children who made progress on at least three of literacy subscales.

12. The number of children who have pre and post PLS-3 assessments (base group).

13. Document the percent of 4 to 5 year old children who made progress on the Preschool Language Scale (3rd revision) with a total score for both expressive communication and auditory comprehension.

ECIPQ 6: Parenting Skills

ECIPQ 6: Parenting Skills

95% of Even Start parents who enroll in the program before January, 2003 and who have children in Kindergarten, first and second grades will initiate contact with the child's classroom teacher or another professional at least one time to discuss a child's progress at school and home.

By School Setting for ECIPQ 6: Parenting Skills

School Setting	Grade	Target Group
Compulsory	1st/2nd	Yes
Non-Compulsory	Kindergarten	Yes
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Parenting skills have literacy connections. And parent-child activities have enhanced literacy value. Parent education strengthens literacy experiences that occur within routine family interactions. Parenting is integrated into the teaching of basic academic skills.

Parenting is defined as the parents' efforts to become active partners in their child's educational progress. This is observed through participation in at least one parent initiated contact with the child's classroom teacher or another school professional to discuss the child's progress at school and home. The professional is any person who has knowledge of and contributes positively to the child's development and/or academic achievements both at home and at school.

Data Collection:

1. Parents' contact with classroom teacher or other school professionals are collected monthly on the Family Participation Form.

2. Contact is a meaningful face-to-face discussion of progress. Clarifications: 1) contact is meaningful face to face visitation that can occur either at home or school; 2) enrollment or registration does not count as one of the visits; 3) if there are only home visits and no classroom teacher, do not include family in the count.

3. Number of families with children currently in kindergarten-second grades.

4. Need to check Family Participation Forms for past year to identify the number of times each parent has had contact with classroom teacher or school professional.

5. Number of families that have had one contact in the past year.

6. The number of families who have had two contacts in past year.

7. Number of families that have had more than two contacts the past year.

8. Percent of families with two or more contacts in past year.

ECIPQ 7: Parenting Skills

ECIPQ 7: Parenting Skills

95% of the Even Start parents who enrolled in the program before January, 2003 and who have children who are infants, toddlers, and pre-school age children will initiate contact with child's classroom teacher or another professional one time to discuss a child's progress at school and home.

By School Setting for ECIPQ 7: Parenting Skills

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	No
Pre-school	Early Childhood Center	Yes
Infants and Toddlers	Early Childhood Center	Yes

Definition:

Parenting skills have literacy connections. And parent-child activities have enhanced literacy value. Parent education strengthens literacy experiences that occur within routine family interactions. Parenting is integrated into the teaching of basic academic skills.

Parenting is defined as the parents' efforts to become active partners in their child's educational progress. This is observed through participation in at least one parent initiated contact with the child's classroom teacher or another school professional to discuss the child's progress at school and home. The professional is any person who has knowledge of and contributes positively to the child's development and/or academic achievements both at home and at school.

Data Collection:

1. Parents' contact with classroom teacher or other school professionals are collected monthly on the Family Participation Form.

2. Contact is meaningful face-to-face discussion of progress. Clarifications: 1) contact is meaningful face to face visitation that can occur either at home or school; 2) enrollment or registration does not count as one of the visits; 3) if there are only home visits and no classroom teacher, do not include family in the count.

3. Number of families with children currently ages birth to 5.

4. Need to check Family Participation Forms for past year to identify the number of times each parent has had contact with classroom teacher or other school/center professional.

5. Number of families that had one in the past year.

6. Number of families with two or more contacts in past year.

7. Percent of families with two or more contacts in past year.

8. The average number of contacts between families and teachers.

ECIPQ 8: Measure Of Gains In Parenting Skills

ECIPQ 8 MEASURE OF GAINS IN PARENTING SKILLS

NOTATION: To Be Developed. A committee has been assigned to review parenting instruments that focus on literacy to measure changes in parenting skills in addition to the Home Inventory.

ECIPQ 8: Measure of Gains in Parenting Skills

The percent of Even Start families enrolled in the program that show gains in parenting skills as determined by the HOME pre and post assessment measures.

By School Setting for ECIPQ 8:

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	Yes
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Programs provide pre and post assessments on the HOME in parenting skills to determine if beliefs and attitudes about child-raising in addition to dealing with positive behavior management have changed from pre and post assessments. The program provides guided opportunities for parents to problem solve within the context of routine family events.

Data Collection:

1. The number of parents enrolled in the Even Start Program.
2. The number of Even Start parents enrolled in the program that have pre and post assessments on the HOME in parenting skills.
3. The number of Even Start parents in the program that show gains in parenting skills as determined by the HOME pre and post assessment measures.
4. The percent of Even Start parents enrolled in the program that show gains in parenting skills as determined by the HOME pre and post assessment measures.

ECIPQ 9: Transition To Preschool Program

ECIPQ 9: Transition to preschool program:

90% of the Even Start families whose children are entering preschool from early childhood Even Start programs will receive support from Even Start staff in the form of:

1. identification of appropriate preschool program;
2. meeting with Even Start staff and preschool staff to discuss child's needs in transitioning from early childhood Even Start program to preschool;
3. meeting with Even Start staff and families to discuss children's needs in transitioning from early childhood Even Start program to preschool; and
4. introduction of family to the preschool staff.

By School Setting for ECIPQ 9:

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	No
Pre-school	Early Childhood Center	Yes
Infants and Toddlers	Early Childhood Center	No

Definition:

Transition for young children into preschool setting is defined as the Even Start staff who have been working with the child and family providing support through meetings with family and preschool teaching staff regarding the needs of the child for successful entry into the new environment. Some specific ways are:

1. planning for transition becomes topic within parenting classes and home visits;
2. early childhood programs prepare children directly, including visitations to perspective school campuses, role playing, and modeling new routines;
3. programs inform parents about rights and responsibilities and encourages parental participation in school a variety of ways;
4. program assists parents with ways to deal with children's anxieties;
5. program staff establish communication with preschool teachers to share information about child's developmental progress; and
6. program staff take a proactive role with school staff to help bridge cultural and language differences, to help school staff gain an understanding of parents' involvement in the child's education and/or help staff to recognize the strengths of families who are economically or educationally disadvantaged.

Data Collection:

1. Even Start staff must contact appropriate preschool teaching staff and arrange meeting(s) regarding child and family needs and goals for transition. Data collection includes needs identification and specific approaches for addressing these needs.

2. Number of families with children moving from early childhood Even Start to preschool (base group).

3. Number of families (base group) who report transition support from Even Start.

4. Percent of families (base group) who report transition support.

ECIPQ 10: Transition To Kindergarten Program

ECIPQ 10: Transition to kindergarten program:

90% of the Even Start families whose children are entering kindergarten from preschool will receive support from Even Start staff in the form of:

1. encouragement to regularly attend kindergarten;
2. meeting with Even Start staff and kindergarten staff to discuss child's needs in transitioning from preschool to kindergarten;
3. meeting with Even Start staff and families to discuss children's needs in transitioning from preschool to kindergarten; and
4. introduction of the family to kindergarten.

By School Setting for ECIPQ 10:

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	Yes
Pre-school	Early Childhood Center	No
Infants and Toddlers	Early Childhood Center	No

Definition:

Transition for young children into kindergarten setting is defined as the Even Start staff who has been working with the child and family providing support through meetings with family and kindergarten teaching staff regarding the needs of the child for successful entry into the new environment. Some specific ways are:

1. planning for transition becomes topic within parenting classes and home visits;
2. early childhood programs prepare children directly, including visitations, role playing, and modeling new routines;
3. programs inform parents about rights and responsibilities and encourages parental participation in school a variety of ways;
4. program assists parents with ways to deal with children's anxieties;
5. program staff establish communication with next teachers to share information about child's developmental progress; and
6. program staff take a proactive role with school staff to help bridge cultural and language differences, to help staff gain an understanding of parents'

involvement, and/or help staff recognize strengths of families who are economically or educationally disadvantaged.

Data Collection:

1. Even Start staff must contact appropriate preschool teaching staff and arrange meeting(s) regarding child and family needs and goals for transition. Data collection includes needs identification and specific approaches for addressing these needs.
2. Number of families with children moving from early childhood Even Start to preschool (base group).
3. Number of families (base group) who report transition support from Even Start.
4. Percent of families (base group) who report transition support.

Clarification: 1) includes children who are in public preschool as well as children in Even Start early childhood centers or collaborative centers (e.g., Head Start)

ECIPQ 11: Assessment of Developmental Progress

ECIPQ 11: Assessment of Developmental Progress

100% of the birth to three year olds from Even Start families will be screened for developmental progress within one to three months of the family entering Even Start and then at subsequent developmental milestones. All children identified in high risk or delay categories will be referred for additional assessment. Screening instruments should be selected from a suggested list to include the Bayley Infant Neurological Screens (BINS), Brigance Diagnostic Inventory of Early Development-Revised (IED-R), Preschool Language Scale-3, and Denver Developmental Screening Test.

School Setting for ECIPQ 11:

School Setting	Grade	Target Group
Compulsory	1st/2nd	No
Non-Compulsory	Kindergarten	No
Pre-school	Early Childhood Center	Yes
Infants and Toddlers	Early Childhood Center	Yes

Definition:

Early childhood education is based on a developmentally appropriate preschool curriculum and assessments. The purpose for assessing infants, toddlers and preschool children is to provide information about the child's language and other developmental abilities and identify developmental delays early. Early childhood education should specifically:

1. Increase cognitive abilities, especially in language and literacy
2. Learn and improve use of English language
3. Increase self-esteem and initiative
4. Increase social competence
5. Develop and improve fine and gross motor abilities
6. Improve and increase self-regulatory behaviors (approaches to tasks or problems), for example attention, motivation, curiosity, exploration, and persistence

Screening instruments should be selected from the suggested list to include the following:

1. Bayley Infant Neurodevelopmental Screener (BINS): The BINS assesses basic neurological functions, auditory and visual receptive functions, verbal and motor expressive functions and cognitive processes. Three classifications of risk status (low, moderate, and high)

2. Brigance Diagnostic Inventory of Early Development-Revised (IED-R): is a norm and criterion-reference assessment of the functional and academic development of children ages birth to seven. It assesses the following areas: motor skills; self-help skills; language development; general knowledge; reading readiness; and math and writing skills.

3. Preschool Language Scale (3 revision): is a norm-reference language assessment for children from birth to six years old, assessing auditory comprehension and expressive communication.

4. Denver Developmental Screener II: used to identify children whose development appears to be delayed in comparison to the development appears to be delayed in comparison to development of other children. It can also be used to identify changes in developmental rates or patterns over a period of time. This assessment screens the following areas of function: personal-social; fine motor-adaptive; language; and gross motor skills.

Data Collection:

1. Staff assessing each child must receive training in the use of the instrument. Documentation for this training must be available upon request.

2. Even Start staff must complete an assessment or obtain information from the early childhood professional who has completed the assessment for each child in the program.

3. Number of Even Start children who are currently ages birth to three(base group).

4. Number of children from Even Start families who enrolled in the program and who were screened for developmental progress within one to three months and then at subsequent developmental milestones.

5. The number of Even Start children referred for further assessment.

Guidelines For Early Childhood Assessments

The State's list of early childhood assessments is not meant to replace ongoing classroom assessments and teacher observations. The approved assessments provide data for evaluations of Even Start and local family literacy programs' performance and improvement over time.

1. All children, from birth to age 7, who are enrolled in a Even Start Family Literacy Program must be assessed using one of the State approved early childhood assessment instruments. These instruments include:

   Children birth to 2 years of age:
   A. Bayley Infant Neurodevelopmental Screener

   Children birth to 7 years of age
   B. Preschool Language Scale – 3
   C. Preschool Language Scale - 3/Spanish Edition

   Children 4-6 years of age
   D. Developing Skills Checklist (DSC)
   E. Lista de Destrezas en Desarrollo (La Lista)

   Children 5-7
   F. Selected reading assessments based on school district's identified reading assessments and policies.

2. Include the "day" for the "Date Completed" on all assessment instruments. *For example, for an assessment completed August 22, 2000 be sure to put 8/22/00 and not 8/00.*

3. Pre and Post assessments should be separated by no less than four months with at least 80 hours of instruction for those participating in a daytime program. Pre and Post assessments should be separated by no less than four months with at least 80 hours of instruction for those participating in an evening program.

   If a family enters in May only do the pre-assessment. There is not enough time left in the program year for a second assessment.

4. If you have completed pre and post assessments the first year the child is enrolled in the program, and the child continues to enroll the next year, you need only do a post assessment . The post assessment should continue to occur on follow-up testing every 4-9 months. (The post assessment can act as a pre-assessment for the second year).

THE EXCEPTION TO RULE #4, is if a child is not enrolled in the program for several months (e.g., over the summer months), then a pre-assessment must occur at the beginning of the program year, in addition to the post assessment every 4-9 months.)

5. The same assessment instrument must be used as pre and post assessments within a program fiscal year. Pre and post assessment data is reported to the state as required.

6. Ideally, assessments should be conducted by an individual or individuals trained in the administration of the selected assessment (s).

Even Start Indicators of Performance Quality will be aligned with the State Pre-Kindergarten Guidelines, Federal Head Start Outcomes, the Core Knowledge of Skills for Teachers and Texas Essential Knowledge and Skills for kindergarten through second grade and/or Texas Assessment of Knowledge of Skills to be implemented in Fiscal Year 2003.

Source: Reading Instruments Guide for Texas Public School Districts and Charter Schools, 2000-2001, Office of Statewide Initiatives, Texas Education Agency in Collaboration with Office of Curriculum, Assessment, and Technology and Office of Special Populations. The Reading Instrument Guide is a resource designed to provide districts with information and guidelines to help meet the requirements of Texas Education Code §28.006. (The Commissioner of Education is required to adopt a list of instruments for diagnosing reading skills and comprehension development. Any instrument on the list must be based on scientific research concerning reading skills and comprehension development. The list must also provide instruments for students participating in bilingual education and special language programs under the Texas Education Code, Subchapter B, and Chapter 29.

Additionally, the Commissioner of Education is required to develop recommendations for administering the diagnostic instruments, for training educators in administering the instruments, and for applying the results of the instruments to the instructional program.

The State will directly purchase only those instruments included on the Commissioner's list. No funds will be distributed to districts or charter schools. The district or charter school is financially responsible for purchasing instruments that are not included on the Commissioner's list.

Mandated Assessments for the Early Childhood Component

Tests	3 months-23m, 29 days	24m - 29m, 29 days	30 mos. – 47 m, 29 days	4 yrs. – 6 yrs. 8 mos.	6 yrs., 8 mos. – 6 yrs., 11 mos. 29 days	7 yrs. +
BINS	√					
PLS-3	√	√	√	√	√	
DSC (LaLista)				√		

Fig 1: Assessment Chart According to Age Ranges

Developing Skills Checklist (DSC)
Lista de Destrezas en Desarrollo (La Lista)

The Developing Skills Checklist and its Spanish Version, Lista de Destrezas en Desarrollo (La Lista), was designed for Pre-K and K populations. Both measures assess pre-reading, mathematics, social and emotional development, fine and gross motor skills, and print and writing concepts. The test reliably measures the skills and concepts that help determine appropriate instruction for individual as well as groups. Specific skill areas include: Language, Visual, Auditory, Mathematical Concepts and Operations, Memory, Social and Emotional, Fine and Gross Motor, Print and Writing. The test is individually administered and gives the assessment staff opportunity to observe children in the natural environment of the classroom. The test is relatively easy to administer and score. The test is administered in approximately 10 to 15 minutes for each of the three testing sessions. "La Lista" tests the developing skills of Spanish-speaking children in Bilingual, English as a Second Language, and Title I Programs. La Lista uses standard Spanish common to all dialects and incorporates positive references to Spanish Speaking Culture.

The DSC & La Lista can be ordered from CTB/McGraw Hill. www.ctb.com
Orders can be called in to 1-800-538-9547.

The DSC kits can be purchased for $318.00. A La Lista kit must also be purchased for Spanish Speaking students ($168.00). Hand scoring profile sheets can be purchased for $14.45 (quantity of 50). The Administration and Scoring Manual can be purchased for $18.00. The Norm Book and Technical Bulletin can be purchased for $14.50.

Other Necessary Materials-
Score Sheet for Hand Scoring/ $36.70 per 50 forms.
Writing and Drawing Books/ $12.85 per 50 books.
Social-Emotional Observational Records/ $36.30 per 50 forms.

Preschool Language Scale-3

Irla Lee Zimmerman, Ph.D., Violette G. Steiner, B.S., & Roberta Evatt Pond, M.A.
Authors (English and Spanish Versions)

The Preschool Language Scale-3 (PLS-3) measures a broad range of receptive and expressive language skills. The PLS-3 is suitable for children from birth through 6 years of age. The norm-referenced PLS-3 provides standard scores, percentile ranks, and age equivalents for auditory comprehension and expressive communication, and a total language composite. The normative sample of the PLS-3 included more than 1200 children throughout the United States. PLS-3 focuses on the development of syntax, morphology, vocabulary, vocabulary concepts, and integrative thinking skills (e.g. classification, word definitions). PLS-3 tasks are ordered to reflect children's acquisition of sequential developmental milestones in language. The PLS-3 accurately measures language acquisition in children from birth through six years. The PLS-3 is administered in approximately 30 minutes.

PLS-3 Complete Kit (Includes picture book; manual; and 12 record forms) $126.50. Additional Record Forms (package of 50, $83.00). PLS-3 Spanish, Administration Directions ($16.00). Package of 50 Spanish Record Forms ($83.00)

- Note- the picture manual is the same for both the English and Spanish Versions.

The Psychological Corporation can be contacted at 1-800-211-8378 or www.psychcorp.com.

The Bayley Infant Neurodevelopmental Screener (BINS)

Glen P. Aylward

The BINS screens infants aged 3 through 24 months. BINS reliably assesses basic neurological functions, auditory and visual receptive functions, verbal and motor expressive functions, and cognitive processes. Item sets contain 11 to 13 items selected from the Bayley Scales of Infant Development®—Second Edition (BSID–II) and neurological assessments. The items were chosen for their ability to discriminate between a nonclinical and clinical sample of infants. Three classifications of risk status (low, moderate, and high) are delimited by two cut scores, allowing you to select the cut score according to your criteria for detecting impairment or delay.

A training videotape covers item administration and scoring for all item sets.

Another positive feature of the BINS is the fact that it is scored easily. The items are scored as optimal/non-optimal. Items that are performed optimally by the infant are summed, and the total score is located in relation to the cut scores to determine the infant's risk classification. One record form applies to all ages being tested.

The nonclinical sample is demographically representative of the U.S. infant population according to the infant's sex, race/ethnicity, region of the country, and parents' level of education. The clinical sample represents infants from Neonatal Intensive Care Unit (NICU) follow-up clinics who were born prematurely, asphyxiated at birth, or who have experienced intraventricular hemorrhage, apnea, patent ductus arteriosus, or seizures.

The psychometric properties of the BINS are also excellent. Test-retest reliability ranges from .71–.84 across ages; inter-rater reliability ranges from .79–.96; and internal consistency reliability ranges from .73–.85. A validation study with BSID–II shows 80–88% classification agreement for infants who are developmentally delayed.

A complete BINS kit can be purchased for $264.00. Additional packages of 25 forms can be purchased for $31.00.

The Psychological Corporation can be contacted at 1-800-211-8378 or www.psychcorp.com.

The Adult Education Component

This section discusses the adult education standardized curriculum framework and the indicators of program quality applicable to all adult education provision in Texas. For more information on the three tests used in adult education (the Basic English Skills Test, the Test of Adult Basic Education, and the GED) refer to the TEA website.

Texas Adult Education Standardized Curriculum Framework

Purpose

The purpose of this program is to provide basic literacy and life skills for adults to:

- become literate and obtain the knowledge and skills necessary for employment and self sufficiency.
- obtain the educational skills necessary to become full partners in the educational development of their children, if they are parents;
- complete a secondary school education; or
- learn how to speak, read, or write the English language.

The content develops basic literacy in all areas of knowledge.

Program Structure

Adult General Education provides comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English As A Second Language, citizenship, and adults with disabilities.

Adult General Education involves Literacy Completion Levels (similar to non-credit courses) designed to develop literacy skills necessary for successful employment, citizenship, and/or training beyond secondary education. This program is divided into Literacy Completion Points (LCPs). Approved standardized tests or documentation of proficiency in each standard measures a student's progress through levels (LCPs).

Adult Basic Education (ABE) provides completion levels in instruction for mathematics, reading, language, and workforce readiness skills at grade level equivalencies of 0-8.9.

Adult English As A Second Language (ESL) provides completion levels in noncredit English language instruction designed for acquisition of communication skills and cultural competencies which enhance the ability to read, write, speak and listen in English.

Adult Secondary Education (ASE) provides completion levels in instruction to prepare the student to take the General Education Development (GED) test.

Adult with Disability provides educational services for an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, assistive technology, or specialized instructional methods and services (proposed definition).

Citizenship prepares students for success in the Naturalization process required for all who have United States Citizenship Test as a personal goal. The content includes preparation for the citizenship test. Studying U.S. history, government, culture and symbols with specific emphasis on right and responsibilities under the Constitution of the United States of America enables the student to successfully obtain the status as a naturalized U. S. Citizen.

Workforce Literacy provides the basic skills that are necessary to perform in entry-level occupations or the skills necessary to adapt to technological advances in the workplace.

It is the teacher's job to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. Though a student need not master 100% of the benchmarks to demonstrate proficiency in a standard, he or she must demonstrate proficiency in 6 of the standards in order to earn a LCP.

Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards, and are encouraged to do so. All activities are developed with the intent that they may be completed either individually or in groups.

The computer skills are not required, as access to computer technology at this point in time is not available for every student. The computer sections are optional and will not be necessary to earn LCPs.

The performance standards and benchmarks have been developed to facilitate documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (LCPs). This is purposeful since:

- proficiency in certain skills is judged to require more time than is available in one level;
- the quality of performance expected on certain standards increases with progression through levels, so that the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9), but should occur at both levels; and
- instruction for skills of critical importance must be offered to any student needing to learn that skill, even students entering at the intermediate or functional levels.

Adult Education Indicators of Program Quality

Area: Learner Outcomes

1. Academic Development: Adult learners demonstrate increased proficiency in oral and written communication, problem-solving, and numeracy in the context of real world competencies.

   This means that:

   - oral and written communication proficiencies are an established part of the program;
   - problem solving proficiencies are an established part of the program;
   - numeracy proficiencies, as appropriate, are an established part of the program; and
   - measurement is directly related to the outcomes.

   Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in oral and written communication, problem-solving, and numeracy in the context of real world competencies.

2. Real World Applications: Adult learners demonstrate improved capacity to participate responsibly and productively as lifelong learners.

   This means that:

   - real world competencies are an established part of the program outcomes; and
   - measurement is directly related to the outcomes.

   Measure: Assessment demonstrates student progress toward collaboratively defined real world competencies.

3. Preparation for Transition: Adult learners demonstrate progress toward attainment of skills and/or credentials that will allow them access to further education or training opportunities.

   This means that:

   - outcomes for transition are an established part of the program; and
   - measurement is directly related to the outcomes.

   Measure: Assessment demonstrates student progress toward collaboratively defined transition proficiencies.

4. Work Force Development : Adult learners demonstrate increased proficiency in academic skills needed to enter the work force and/or progress in the high performance work place of the 21st century.

   This means that:

   - outcomes for participation in the work force are an established part of the program;
   - measurement is directly related to outcomes; and
   - instruction addresses competencies outlined in SCANS -- resources, interpersonal, information, systems, and technology.

   Measure: Assessment demonstrates student progress toward collaboratively defined work force proficiencies.

5. Personal Development: Adult learners demonstrate increased proficiency in setting personal goals, assessing their own progress, and incorporating changes as needed.

   This means that:

   - personal development outcomes are an established part of the program; and
   - measurement is directly related to the outcomes.

   Measure: Assessment demonstrates student progress toward collaboratively defined proficiencies in setting personal goals, assessing their own progress, and incorporating changes as needed.

Area: Program Planning

1. Needs Assessment. The program planning process is guided by an extensive needs assessment of the target population to be served.

   This means that:

   - the needs assessment reflects the community demographics;
   - the needs assessment includes local work force requirements;
   - the needs assessment reflects perceived needs of learners;
   - the needs assessment considers available resources; and
   - the needs assessment considers barriers to access to adult education and literacy programs.

   Measure: (a) The needs assessment indicates that community demographics, perceived needs of learners, data about available resources, and data about barriers to access to adult education and literacy programs is used.

   Measure: (b) The program's plan of action is based on the needs identified by stakeholders in the needs assessment process.

2. Participatory, Evaluation-Based Planning. The program planning process is ongoing, participatory, and based on formative and summative evaluation.

   This means that program planning:

   - reflects collaborative input from representatives in the community, including both public and private sectors;
   - is broad-based;
   - reflects the need for upgrading learner's work force skills;
   - reflects input from the targeted population;

   This means that evaluation:

   - is collaboratively developed;
   - determines the accomplishment of program goals and objectives;
   - is timely and provides managers with feedback about implementation and the need for mid-course corrections;
   - includes students in evaluation procedures; and
   - involves both quantitative and qualitative measures.

   Measure: (a) Evidence indicates that the program plan results from on-going collaboration with stakeholders, including, but not limited to, employers.

   Measure: (b) Evidence indicates that the program goals, objectives, outcomes, and implementation procedures are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation.

Area: Recruitment of Educationally Disadvantaged Adults and Other Undereducated Adults

1. Identified Needs. Program recruitment is based on identified needs of educationally disadvantaged adults and other undereducated adults.

   This means that:

   - recruitment reflects outreach efforts to adults who may have been unaware of or reluctant to use adult education and literacy services;
   - recruitment reflects the needs of unemployed adults;
   - recruitment reflects the needs of individuals who are unable to function independently in society;
   - recruitment reflects the personal development needs of adult learners, including, but not limited to, parenting skills.

   Measure: Evidence indicates that recruitment is the result of an organized, on-going collaboration among stakeholders.

2. Appropriateness. Recruitment strategies are appropriate for the target group(s) being recruited.

   This means that:
   - recruitment strategies are proven to be effective in recruiting specific targeted groups; and
   - recruitment strategies are consistent with program outcomes.

   Measure: Evidence indicates that the identified target learner groups are being recruited through effective, appropriate activities.

Area: Curriculum and Instruction

1. Adult Learning Theory: Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.

   This means that:

   - the instructional program is built upon the language, experience, and prior knowledge of the learners;
   - learners have input into and help make program choices;
   - grouping is flexible and exists to facilitate learner collaboration;
   - learning is active and interactive;
   - the language skills of listening, speaking, reading, and writing are integrated holistically;
   - literacy instruction and mathematics instruction are integrated holistically.
   - administrators, teachers, and curriculum developers articulate what they are teaching, why they are teaching it, and how they are teaching it;
   - practitioners/administrators account for their instructional choices, methods, and content; and
   - there is a rationale for the curriculum based on the theory and informed practice.

   Measure: Evidence indicates that curriculum and instruction are based on learner outcomes and are consistent with holistic adult learning.

2. Learner Centered and Participatory: Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.

   This means that:

   - language is always presented in context;
   - problem solving and other metacognitive outcomes (e.g., learning to learn, team work, interpersonal skills) are emphasized;
   - the higher order cognitive skills are emphasized regardless of the functional skill levels of learners.
   - curricula are dynamic and evolving;
   - learners are actively involved in making decisions about curriculum content;
   - curricula reflects learners' identified goals and needs; and
   - curricula reflect the diversity of the learner population.

Measure: Evidence indicates that learners articulate their needs and goals which are linked to curriculum and instruction.

3. Functional Contexts: Curricula content and instructional practices are based on functional contexts within a holistic framework.

   This means that:

   - curriculum content and materials are based on meaningful life situations that reflect learners needs and interests;
   - curriculum addresses work force competencies: resources, interpersonal, information, systems, and technology.
   - This means that curriculum is integrated and related to the whole person and attends to such dimensions as affective, cognitive, and social.

   Measure: Evidence indicates that lessons, materials, and activities are functional and holistic.

4. Thinking and Problem Solving: Curricula and instructional processes contribute to the development of independent problem-solvers and thinkers.

   This means that:

   - curricular content includes such areas as metacognitive strategies, survival skills, life long learning strategies, collaborative learning processes, and self-determination strategies.

   Measure: Evidence indicates that problem solving and critical thinking processes are developed.

5. Curriculum and Instruction are Dynamic: Curriculum and instruction are adapted according to evaluation information.

   This means that:

   - curricula are dynamic, and changes are based on the most recent formative and summative evaluation information.

   Measure: Evidence indicates that curriculum and instruction are collaboratively reviewed and appropriate adjustments are made based on formative and summative evaluation. (Note: this is essentially a "subset" of the Program Planning 2b measure).

6. Holistic Assessment: Curricular and instructional assessment are consistent with and supportive of a holistic, learner-centered instructional approach.

   This means that:

   - assessment is directly related to identified proficiencies, curriculum, and desired outcomes;
   - assessment procedures make use of authentic language in a variety of approaches, such as observation and other informal assessments, and performance based

assessment;
- student assessment procedures are used to determine progress; and
- there is an on-going system of collaborative assessment of progress with students.

Measure: Evidence indicates that curricular and instructional assessment are learner outcome-based, integrate learner goals and objectives in a functional context, and contribute to the development of independent problem solvers and thinkers.

Area: Support Services for Educationally Disadvantaged Adults and Other Undereducated Adults

1. Identification of Support Needs. The program identifies support service needs of students and their families that affect participation in the program and promotes student access to these services.

   This means that:

   - there is a user-friendly system established to identify support service needs.

   Measure: Evidence indicates that there is a system to identify and refer learners to needed support services.

2. Community Resources. The program educates students concerning community resources and methods for accessing services.

   This means that:

   - curricula include community resources components; and
   - information about community resources is reflected in professional development planning.

   Measure: Evidence indicates that curriculum and professional development include information about community resources and how to access them.

3. Support Service Agreements. The program has collaborative, current agreements with community resources for the delivery of support services that are available.

   This means that:

   - the program negotiates written agreements with social services and other community resources for the provision of support services to adult students; and/or
   - the program develops systematic procedures with community resources for the delivery of support services to adult students.

   Measure: Evidence indicates collaborative, current agreements with social services and other community resources for the delivery of support services for adult learners.

4. Family Support Services. The program participates with community resources for the whole family.

This means that:

- the program participates in an existing system of community support services for the whole family; or
- the program participates in efforts to organize systems of community support services for the whole family.

Measure: Evidence indicates active participation in existing systems of community support services for the whole family, or in efforts to organize such a system.

Area: Professional Development

1. Collaborative Planning Based on Proficiencies. Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes.

   This means that:
   - professional development is a process of constant renewal and improvement;
   - collaborative planning includes planning with staff;
   - collaborative planning includes input from students;
   - professional development includes a comprehensive menu of resources approach, including, but not limited to, workshops, conferences, institutes, college courses, or self-directed professional development; and
   - professional development provides for the acquisition of new proficiencies, the practice of these proficiencies; and the use of a systematic plan for follow-up.

   Measure: (a) Evidence indicates a professional development plan based on collaborative needs assessment data for administrative and instructional personnel.

   Measure: (b) Evidence indicates implementation to provide for individual professional needs by providing a comprehensive menu of staff development resources.

2. Consistent with Holistic Instruction. The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program.

   This means that:

   - professional development planning is based on a holistic instructional philosophy of adult learning; and
   - professional development planning is based on assessed student needs and stated program outcomes.

   Measure: (a) Evidence indicates that the professional development plan and activities reflect a holistic, learner-centered philosophy of education.

   Measure: (b) Evidence indicates that professional development contributes to continuous student progress.

Area: Student Retention

1. Achievement of Goals. The program is designed to enable undereducated adult students to remain in the program long enough to achieve their goals and/or make a successful transition.

   This means that:

   - the program has a process to assist students in realistic goal setting;
   - the program encourages a peer support network of participants and an atmosphere of caring;
   - the program provides for recognition of student accomplishments and achievement;
   - a plan for retention is collaboratively designed and implemented by staff and students;
   - the program components are coordinated to ensure continuity and timeliness; and
   - program retention strategies are reflected in professional development planning.

   Measure: (a) Evidence indicates that the program provides the learner with a supportive and encouraging learning environment.

   Measure: (b) Evidence indicates that learners are assisted in realistic personal goal setting

   Measure: (c) Evidence indicates that various educational and training services are coordinated to enable learners to make a timely transition between or among components.

   Measure: (d) Evidence indicates that adult students remain the program long enough to achieve their goals and/or make a successful transition.

Texas Adult Education Websites

For more information, consult these websites:

Division of Adult and Community Education, Texas Education Agency
http://www.tea.state.tx.us/adult/index.html

Texas Center for Adult Literacy & Learning, Texas A&M University
http://www-tcall.tamu.edu

The Parenting Education Component

Some aspects of the parenting component overlap with the early childhood education IPQs, and are measured there. For the 2002-2003 year Even Start in Texas is piloting an assessment of parenting education—the HOME Inventory.

Home Inventory

Home Observation for Measurement of the Environment
Little Rock, University of Arkansas (Caldwell & Bradley)

The HOME Inventory is an observation/interview technique that assesses the quality of the cognitive, social, and emotional stimulation available to a child in the home environment. It is composed of different subscales for which items are scored "Yes" or "No" as to whether the item is present in the home. The Infant HOME Inventory is appropriate for use with children birth through 24 months of age. The Preschool HOME Inventory is for children 3-5 years of age, while the Elementary HOME Inventory is for school-aged children, 6 – 10 years of age.

Subscales on the Infant/Toddler version include Parent Responsivity, Acceptance of Child, Organization of the Environment, Provision of Appropriate Play Materials, Parental Involvement, and Variety of Stimulation.

Subscales on the Early & Middlehood Childhood version include Parent Responsivity, Encouragement of Maturity, Emotional Climate, Provision of Materials and Experiences, Active Involvement of Parents, Family Participation with Child, Paternal Involvement, and Physical Environment.

Ordering Information: (Please contact Ms. Coulson for update on prices.)

Contact Person: Lorraine Coulson, lrcoulson@ualr.edu
Monograph/Administration Manual: $30.00
Infant/Toddler Scoring Forms: $9/50 forms
Early/Middle Childhood Forms: $0.50 each
Shipping/Handling: Depends on quantity ordered

The Parent and Child Together Component

One of the most important aspects of the Parent and Child Together component is that it should be consistent with other parenting based components and with the early childhood activities. Even Start gains its strength from the mutual reinforcement of components, and programs should have mechanisms in place to ensure that all educators within a program know what each other are doing.

The Parent and Child Together component is assessed indirectly through the HOME Inventory and the early childhood IPQs.

Glossary of Terms

Administrative Costs — Non-instructional expenses, including planning, administration (including clerical costs, rental of administrative space. Etc.) The cost for instructional staff, including the Even Start Coordinator, is an instructional expense and not included under administration.

Administrator — A staff person who plans and oversees the general execution of federal program projects at the state or local level, and is paid in full or part with federal program funds. Examples include state director, principal, or local project coordinator.

Advocacy/Outreach — Coordination activities parents, other family members, teachers, service agencies, and others designed to ensure that children and families receive the full range of services available to them.

ACES — Adult and Community Education System. ACES is a management information system that maintains student by student demographic and achievement data as well as information about classes, sites, programs and providers. Local programs can access the system for data analysis by generating standard reports.

Adult — Under TEC 29.252, an individual who is over the age of compulsory school attendance as prescribed by TEC 25.085.

- Individuals who have attained 16 years of age and who are not enrolled or required to be enrolled in secondary school under State law. Texas State law requires adult participants to be at least 17 years of age with parental consent or 16 years and court ordered, TEC 25.086 and Texas State Plan
- Individuals who lack sufficient mastery of basic educational skills to enable them to function effectively in society.
- Individuals who do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education.
- Individuals who are unable to speak, read, or write the English language.

Adult Education — Composed of adult basic, adult secondary and ESL instructional arrangement range from traditional classroom to adult learning centers, to one on one tutoring. Instruction in adult education occurs through functional context and uses authentic materials. Instructional strategies and lesson plans take a learner centered approach through the context of real world competencies. Thematic units and project based learning are a reality in many adult education classrooms.

- Beginning ABE Literacy: Instruction designed for educationally disadvantaged adults who cannot read, write, or use mathematics

independently. These adults may be able to read and write their own name or simple isolated words and may be able to write letters or numbers and copy simple words. They have little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to or subtract single digit numbers. They may be able to provide limited personal information on simple forms but have few or no workplace skills.

- Beginning ABE: Instruction designed for educationally disadvantaged adults who are unable to read, write, and solve mathematical problems sufficiently well to function in everyday life. They may be able to read simple prose, but may need frequent re-reading. They can usually write a limited number of basic sight words, phrases, simple sentences, and fill out simple forms. They are able to perform simple addition, subtraction, multiplication, and other simple arithmetic operations. The individual can handle basic entry level jobs requiring minimal literacy skills, such as filling out a simple job application.

- Low Intermediate ABE: Instruction designed for an adult who has some competence in reading, writing, and numeracy but is not sufficiently competent to meet the requirements of adult life in the United States. They can read simple materials on familiar subjects and containing familiar vocabulary; can write simple notes and messages, and have some knowledge of basic English grammar. They are able to perform with accuracy all four basic computations.

- High Intermediate Basic Education: These individuals can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; and can write simple paragraphs with main idea and supporting detail on familiar topics. They can perform all basic math operations with whole numbers and fractions and can determine correct math operations for solving narrative math problems. These individuals are able to handle basic life skills tasks such as reading graphs and charts, materials on familiar topics, such as simple employee handbooks and payrolls stubs; and can complete forms such as a job application and be able to reconcile a bank statement. They are able to remedy a problem by reading a basic repair manual and can learn or work with most basic computer software.

Adult Secondary Education (ASE)

Instruction designed for an adult who –

1. is literate and can function in everyday life, but is not proficient; and/or
2. does not have a certificate of graduation or its equivalent from a school providing secondary education.

Low Adult Secondary Education: Individuals can comprehend expository writing and identify spelling and grammatical errors; can comprehend a variety of materials such as periodicals and no-technical journals on common topics; and can compose multi-paragraph essays. They can perform basic math functions, interpret and solve simple algebraic

equations, tables and graphs, and can use math in business transactions. They are able to follow simple multi-step directions, read and complete common legal forms, fill out job applications, and resumes; and use common computer applications.

High Adult Secondary Education: Individuals can comprehend, explain and analyze information from a variety of sources. Individuals who are high school level.

Adults with Disabilities — Persons with any type of physical or mental impairment with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

Agency — the Texas Education Agency (TEA).

Applicant — The entity eligible to apply for funds offered in this application.

Application — A written request for a grant, which usually contains a needs assessment, objectives, strategies/activities, staff development, program evaluation, collaboration with other entities, and budgeted costs to carry out a project as shown by appropriate budget schedules.

Baseline Assessment — Assessment that is conducted to determine functioning levels when a student enrolls in adult education using the standardized test(s) required by TEA.

CBO — Community based organization which a nonprofit and representative of a community providing educational, or related services to individuals in the community.

Collaboration Agreement — A written, signed, and dated agreement between the fiscal agent and a collaborator who agrees to perform certain services or provide funds in helping to ensure the success of the Even Start program.

Consultant — An independent contractor who is not an employee and offers services to the public.

Early Childhood Education — Research based instructional programs for children 0-5 years of age that includes motor and sensory development, reading readiness, reading, and preparing children to transition into regular school that is held concurrently with adult education.

ESL — English as a second language:

- Beginning ESL Literacy: Individuals cannot speak, read or write English.

- Beginning ESL: Individuals can understand frequently used words in context and very simple phrases spoken slowly. Survival needs can be communicated simply.
- Low Intermediate ESL: Individuals can express survival needs and communicate in routine social conversations, can read and write simple material.
- High Intermediate ESL: Individuals can understand short new phrases and can communicate basic needs with some help; they can read text on familiar subjects and participate in conversations in limited social situations.
- Low Advanced ESL: Individuals can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need slower speech. They are able to read and write simple narratives but have limited grammar.
- High Advanced ESL: Individuals can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed. They can use English effectively to communicate on the telephone and understand radio and tv and can meet work demands that require reading and writing and interaction with the public.

Empowerment Zone	An area of adult residents of an urban area (50,000 plus population) classified as a labor surplus area by the U.S. Department of Education. This refers to an area with an unemployment rate of 20% higher than the national average. Some Even Start projects are located in empowerment zones and receive an additional 5% in funding.
Enrolled	The term "enrolled" is used generally to refer to enrollment of a child in any school program supported with federal funds.
Enterprise Zone	An area of adult residents of rural areas with less than 2,500 inhabitants. Some Even Start projects are located in enterprise community and receive an additional 5% in funding.
Even Start Coordinator	A qualified professional who devotes 100% of time to supervision of the Even Start program and who works directly with teaching staff to ensure the improvement of literacy for families most in need.
Fiscal Agent	The fiscal manager of the Even Start program who applies for the federal funds to the Texas Education Agency. The fiscal agent receives funds from the grantor, manages the funds, and is responsible for making and filing required reports for the project.
Literacy	Literacy refers to an individual's ability to speak, read, write, compute, and solve problems at levels of proficiency necessary to function on the job, in the family, and in society.

Migrant child/student	Means a child/student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the proceeding 36 months, in order to, obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another, or from one administration area to another in a single school district state, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.
Needs Assessment	Through a comprehensive needs assessment, literacy providers determine the numbers of low income, low literacy families in the community who need and qualify for services. Information can be gathered from such sources as the U.S. Census, school district dropout rate data, numbers of families on public assistance, percentage of unemployed in the area to be served, data from other public agencies such as public housing agencies, etc.
Out-Of-School	Out-of-school youth may include, for example, drop-out students or youth those working on a GED outside of a K-12 institution. It does not include preschoolers, who are counted by age grouping.
Parent Education	A component of Even Start that assists parents in working with their children to improve.
Parental Involvement	Parents participate in activities to improve student academic achievement and school performance
PEIMS	A data collection system for children participating in Even Start programs collecting information on their participation. In order for children to be included in PEIMS, they must receive educational services for at least two or more hours per day, four days per week.
Performance Indicator	Measurable evidence of an accomplishment. In adult education, performance indicators include student gains in basic skills, retention in the program, achievement of a secondary school credential, placement in a job, training, or postsecondary education, and advancement in a job. In early childhood education, they include reading readiness, promotion, transition into regular school, attendance, and other childhood indicators.
Progress Assessment	This testing is conducted after a period of instruction to determine gain (from the baseline assessment) using the standardized test(s) required by TEA.
Recruitment	Effective outreach of low income, low literacy families who may be unaware of literacy services or who may have been reluctant to make use of them in the past, so that they will enroll in the Even Start program.

Retention	Student participation and progress in effective and comprehensive family literacy and adult education programs to a sufficient amount of time in order to benefit from programs and achieve personal, academic, and occupational self-sufficiency and make a successful transition.
SAS	The Standard Application System. This Request for Application is composed of three major parts: Part I contains general information including applicant eligibility, cost share, program elements, program requirements, sequence of events, etc; Part II contains instructions for filling out the application; and Part III contains a copy of the actual application. There are also various appendices and a glossary of terms.
Section 223	A section of the Adult Education and Family Literacy Act that authorizes the state agency to use not more than 12.5% of the federal grant to carry out State leadership activities. These activities include professional development; technical assistance; technology assistance, support of literacy resource centers; monitoring and evaluation of the quality of and improvement in adult education and literacy programs; incentives; curriculum development; and other activities of statewide importance.
Software	Expenditures for computer software specifically for use within a literacy instructional program and adult education.
Stipends	Expense items paid to individuals not employed by the applicant agency for expenses related to participation in staff development activities. Stipends maybe paid in lieu of per diem, whichever is most reasonable.
Subcontracts	Funds budgeted for all subcontracts. Each subcontractor should be listed separately, and a copy of the signed agreement should be attached to the application.
TANF	Temporary Assistance to Needy Families. Adults who receive public assistance, defined as financial assistance from Federal, State, and/or local programs and includes parents and dependents of eligible families. The Texas Workforce Commission (TWC) refers TANF recipients to adult education programs with the intent of getting clients off public assistance and obtaining and keeping employment. Some Even Start families maybe eligible for TANF, or they may be TANF recipients and these records are a good data source for recruitment of Even Start families.
Teacher	A professional employee who is required to hold a valid teacher certificate in order to perform instruction to students. Teachers must possess at least a bachelor's degree. Teachers without a valid Texas teaching certificate must attend 12 clock hours of in-service training in addition to the regular annual in-service requirement of all personnel of 12 hours.
Transportation	Costs of transportation for students to and from class. Transportation costs may be budgeted through Even Start Budget funds or through services provided through cost share.

Registration Travel, and per diem	Cost of transportation, meals, room, and other expenses associated with traveling on business by literacy and adult education programs, when the purpose of the trip is related to the operation of the program or staff.

Appendix: Selected Fiscal Regulations

Education Department General Administrative Regulations (EDGAR) 1-1-96 Edition

§80.24 Matching or cost sharing.

(a) *Basic rule: Costs and contributions acceptable.* With the qualifications and exceptions listed in paragraph (b) of this section, a matching or cost sharing requirement may be satisfied by either or both of the following:

(1) Allowable costs incurred by the grantee, subgrantee or a cost-type contractor under the assistance agreement. This includes allowable costs borne by non-Federal grants or by others cash donations from non-Federal third parties.

(2) The value of third party in-kind contributions applicable to the period to which the cost sharing or matching requirements applies.

(b) Qualifications and exceptions:

(1) *Costs borne by other Federal grant agreements.* Except as provided by Federal statute, a cost sharing or matching requirement may not be met by costs borne by another Federal grant. This prohibition does not apply to income earned by a grantee or subgrantee from a contract awarded under another Federal grant.

(2) *General revenue sharing.* For the purpose of this section, general revenue sharing funds distributed under 31 U.S.C. 6702 are not considered Federal grant funds.

(3) *Cost or contributions counted towards other Federal cost sharing requirements.* Neither costs nor the values of third party in-kind contributions may count towards satisfying a cost sharing or matching requirement of a grant agreement if they have been or will be counted towards satisfying a cost sharing or matching requirement of another Federal grant agreement, a Federal procurement contract, or any other award of Federal funds.

(4) *Costs financed by program income.* Costs financed by program income, as defined in § 80.25 shall not count towards satisfying a cost sharing or matching requirement unless they are expressly permitted in the terms of the assistance agreement. (This use of general program income is described in § 80.25 (g).

(5) *Services or property financed by income earned by contractors.* Contractors under a grant may earn income from the activities carried out under the contract in addition to the amounts earned from the party awarding the contract. No costs of services or property supported by this income may count toward satisfying a cost sharing or matching requirement unless other provisions of the grant agreement expressly permit this kind of income to be used to meet the requirement.

(6) *Records.* Costs and third party in-kind contributions counting towards satisfying a cost sharing or matching requirement must be verifiable from the records of grantees and subgrantee or cost-type contractors. These records must show how the value placed on third party in-kind contributions was derived. To the extent feasible, volunteer services will be supported by the same methods that the organization uses to support the allocability of regular personnel costs.

(7) Special standards for third party in-kind contributions.

(i) Third party in-kind contributions count towards satisfying a cost sharing or matching requirement only where, if the party receiving the contributions were to pay for them, the payments would be allowable costs.

(ii) Some third party in-kind contributions are goods and services that, if the grantee, subgrantee, or contractor receiving the contribution had to pay for them, the payments would have been an indirect costs. Costs sharing or matching credit for such contributions shall be given only if the grantee, subgrantee, or contractor has established, along with its regular indirect cost rate, a special rate for allocating to individual projects or programs the value of the contributions.

(iii) A third party in-kind contribution to a fixed-price contract may count towards satisfying a cost sharing or matching requirement only if it results in:

(A) An increase in the services or property provided under the contract (without additional cost to the grantee or subgrantee) or

(B) A cost savings to the grantee or subgrantee.

(iv) The values placed on third party in-kind contributions for cost sharing or matching purposes will conform to the rules in the succeeding sections of this part. If a third party in-kind contribution is a type not treated in those sections, the value placed upon it shall be fair and reasonable.

(c) Valuation of donated *services:*

(1) *Volunteer services.* Unpaid services provided to a grantee or subgrantee by individuals will be valued at rates consistent with those ordinarily paid for similar work in the grantee's or subgrantee's organization. If the grantee or subgrantee does not have employees performing similar work, the rates will be consistent with those ordinarily paid by other employers for similar work in the same labor market. In either case, a reasonable amount for fringe benefits may be included in the valuation.

(2) *Employees of other organization.* When an employer other than a grantee, subgrantee, or cost-type contractor furnishes free of charge the services of an employee in the employee's normal line of work, the services will be valued at the employee's regular rate of pay exclusive of the employee's fringe benefits and overhead costs. If the services are in a different line of work, paragraph (c)(1) of this section applies.

(d) Valuation of third party donated supplies and loaned equipment or space.

(1) If a third party donates supplies, the contribution will be valued at the market value of the supplies at the time of donation.

(2) If a third party donates the use of equipment or space in a building but retains title, the contribution will be valued at the fair rental rate of the equipment or space.

(e) Valuation of third party donated equipment, buildings, and land. If a third party donates equipment, buildings, or land, and title passes to a grantee or subgrantee, the treatment of the donated property will depend upon the purpose of the grant or subgrant, as follows.

(1) *Awards for capital expenditures.* If the purpose of the grant or subgrant is to assist the grantee or subgrantee in the acquisition of property, the market value of that property at the time of donation may be counted as cost sharing or matching.

(2) *Other awards.* If assisting in the acquisition of property is not the purpose of the grant or subgrant, paragraphs (e)(2) (i) and (ii) of this section apply:

(i) If approval is obtained from the awarding agency, the market value at the time of donation of the donated equipment or buildings and the fair rental rate of the donated land may be counted as cost sharing or matching. In the case of a subgrant, the terms of the grant agreement may require that the approval be obtained from the Federal agency as well as the grantee. In all cases, the

approval may be given only if a purchase of the equipment or rental of the land would be approved as an allowable direct cost. If any part of the donated property was acquired with Federal funds, only the non-federal share of the property may be counted as cost-sharing or matching.

(ii) If approval is not obtained under paragraph (e)(2)(i) of this section, no amount may be counted for donated land, and only depreciation or use allowances may be counted for donated equipment and buildings. The depreciation or use allowances for this property are not treated as third party in-kind contributions. Instead, they are treated as costs incurred by the grantee or subgrantee. They are computed and allocated (usually as indirect costs) in accordance with the cost principles specified in §80.22 in the same way as depreciation or use allowances for purchased equipment and buildings. The amount of depreciation or use allowances for donated equipment and buildings is based on the property's market value at the time it was donated.

(f) Valuation of grantee or subgrantee donated real property for construction acquisition. If a grantee or subgrantee donates real property for a construction or facilities acquisition project, the current market value of that property may be counted as cost sharing or matching. If any part of the donated property was acquired with Federal funds, only the non-federal share of the property may be counted as cost sharing or matching.

(g) Appraisal of real property. In some cases under paragraphs (d), (e) and (f) of this section, it will be necessary to establish the market value of land or a building or the fair rental rate of land or of space in a building. In these cases, the Federal agency may require the market value or fair rental value be set by an independent appraiser, and that the value or rate be certified by the grantee. This requirement will also be imposed by the grantee on subgrantees.

(Approved by the Office of Management and Budget under control number 1880-0517)

(Authority 20 U.S.C. 3474; OMB Circular A- 102)

[53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 49143, Dec. 6, 1988]

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